URBAN/MUNICIPAL
CA4 ON HBL W26
M37
1994

Minutes Of The Special Education Advisory Committee

February 16, 1994 -

URBAN/MUNICIPAL
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1994

MINUTES OF THE
ICATION ADVISORY COMMITTEE
1994 02 16

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GOVERNMENT PUBLICATIONS

Present: Dr. Adamson (Chairman); Trustees Bishop and Mulholland; Mesdames Bramberger, Elliott, Kadar, Kappheim, Kerr Jaskiewicz, Oommen and Trott; Mr. Shields and Dr. Newberry.

Not Present: Trustees Allen and Patenaude, Miss Dalziel, Messrs. Billingsley and Verticchio and Dr. Van der Spuy.

Also Present: Trustee Johnston

Officials Present: E. Bond, Superintendent of Program
J. Tomlinson, Co-ordinator of Special Education

Dr. Adamson called the meeting to order and noted regrets for not being at the meeting were received from Trustees Allen and Patenaude, Miss Dalziel and Mr. Billingsley.

Moved by Mrs. Oommen:

That the minutes of the 1994 01 19 meeting be approved.

Mrs. Oommen referred to Page 6 and requested that "special needs parents" be reworded to read "parents of children with special needs". Mr. Shields advised that the name "Pat Sims" on Page 2 should be "Pat Senft".

The minutes as amended were put to a vote and were CARRIED.

Chairman's Remarks
Dr. Adamson reminded members that the March meeting has been rescheduled to 1994 03 09.

Co-ordinator's Remarks
Dr. Tomlinson extended a welcome to everyone, noting the past month has entailed IPRC's and reviews. a) She suggested that the Report on Psychological Profiles of Exceptional Students, recently presented to the Board should be added to a future SEAC agenda.
b) A committee chaired by Miss Bond is still working on clarifying the criteria for IPRCs - ninth draft.
c) A SEAC meeting sponsored by the Halton Roman Catholic Separate School Board will take place on Saturday, ** 1994 03 05 with speakers Lynn Ziraldo and Ron Mason. Information will be mailed out upon receipt. ** [Please note this meeting has been cancelled]

ORGANIZATION UPDATE
Miss Bond briefly updated members regarding the work of the Vocational Education Steering Committee in addressing both short and long term issues. The immediate concern is to ensure that the needs of students for vocational programs are being met during this transition period. Because of the nature of the Common Curriculum, they are examining a variety of types of programs. Miss Bond anticipates that composite education will, in the future, include vocational programs rather than having vocational schools. Visits have occurred to both local vocational schools and, in considering the skills and technology concept, to centres or institutes outside of Hamilton. These visits have provided much insight into potential long term skills such as entrepreneurship and business skills.

At Mrs. Oommen's request, Miss Bond reviewed the membership of the Steering Committee and welcomed the suggestion that Mr. Shields serve as a representative from SEAC.

Miss Bond clarified that this Steering Committee originated from the Secondary School Study Report. Of its 140 recommendations, one section dealt with vocational education. She noted that since its inception two years ago, the committee's mandate has been expanded to address immediate and long terms needs, with an emphasis on the whole

concept of what students need to be able to do, balancing vocational education and employability skills.

The following updates were provided:

Learning Disabilities Association, Hamilton-Wentworth Chapter

Mrs. Trott advised that this meeting, or the next, would be her final meeting representing the Association. Mr. David Bucsis will replace her as their representative. Mrs. Trott expressed her thanks for all the excellent exchange of information, the cooperation among the members and emphasized her continued high regard for this committee.

Mrs. Trott advised she had, for interested members, copies of the following correspondence from the Learning Disabilities Association of Ontario (LDAO):

- to the Department of Justice regarding the Young Offender's Project which noted approximately 60-80% of all young offenders have learning disabilities.
- to the Ministry of Education and Training regarding the lack of supervision of school board services by the field offices of the Ministry to ensure a full continuum of special education placements (Mrs. Trott prefaced this item by noting how fortunate students are in the Hamilton Board)
- Response to the Draft Report on the Provision of Transcription Services for Print-Handicapped Post Secondary Students
- Statement on the Integration Initiative

On behalf of the members, Dr. Adamson expressed deepest thanks to Mrs. Trott for her dedication and concerned input to committee discussions. Members applauded Mrs. Trott's service over the past 8-9 years.

Board Update

From the community Mrs Bishop advised that the District Health Council is holding a forum regarding their Mental Health Plan on 1993 03 03 at 10:00 to 12:00 hours. Registration and further details from Cindy/Kathleen at 570-1441.

Mrs. Bishop drew attention to the following Reports recently presented at Board: Psychological Profiles of Exceptional Students, Grade 12 Writing and Secondary School Staffing, and advised that copies may be obtained from the Minute Room.

Down Syndrome Association

Mrs. Oommen advised that the leaflet regarding SEAC membership is ready for reproduction and distribution. She asked Miss Bond to provide a covering letter to principals regarding the distribution of this leaflet.

Miss Collins clarified that the intent is not to distribute this information to all parents, but to those with special needs' children, and through the DART process. Mrs. Oommen added copies also be placed in any information pamphlet racks in schools.

Dr. Adamson welcomed Trustee Johnston, and Mr. Paul Smith, who has replaced Jon Sims as the HSSPC representative.

Resource Person

Citing the increased numbers of identified children entering our system at an early age and the increased number of special education children remaining in our system until age 21, Dr. Newberry asked about the appropriateness of asking the Ministry to recognize the financial strain placed on Boards. Dr. Newberry noted that many of these children have been assessed and identified with special needs prior to age 4. These children have been in very structured preschools, often in one-on-one settings and the parents are sometimes not satisfied with the "play" emphasis that they perceive in the kindergarten setting.

Miss Bond stated she first learned of this situation during a recent visit to a school where a parent registered a child with an assessment portfolio and significant expectations relative to resource needs. In addition to this additional burden, Miss Bond voiced her dismay that the Department of Community and Social Services had not advised Boards of

this change. It is her understanding that the Ministry is closing some centres and this is impacting on schools with increased numbers of identified children entering the system.

Citing provincial figures that reflect a higher percentage of people with disabilities in Hamilton, members suggested there may be compelling reasons to pursue additional funding in this area due to the additional strain on our resources. Miss Bond agreed to further investigate this issue.

Introduction to the Common Curriculum
Members agreed to move this item forward on the agenda.

Miss Bond introduced Mr. Chapman and provided some background information.

Mr. Chapman provided a brief overview of the Common Curriculum (JK-Grade 9) and its emphasis on student outcomes, improved reporting and learning expectations for achievement, before focusing on the Proposed System Implementation Plan. Copies of the following information were distributed to members:

- Sample Curriculum - Grade 9 Mathematics
- Proposed System Plan (Timelines: Development, In-Service and Implementation) (yellow page)
- The Common Curriculum, Grades 1-9

Mr. Chapman explained the compressed timelines for implementation within the three year period and the need to seek input from constituent groups such as parents and SEAC regarding the Implementation Plan. He asked that the committee break into three groups to discuss and provide feedback on the Plan. This was done and there was no further discussion on this subject after the meeting reconvened.

Organizational Policies on College Programs for Adults with Developmental Disabilities
As mentioned at the last meeting, Mrs. Trott, on behalf of Mohawk College's Special Needs Committee, sought feedback from committee members, either on an individual or association basis, regarding the lowering of admission standards to accept young people with developmental handicaps.

Mrs. Bishop observed that there is no legislation regarding the right of access to any form of education after secondary schooling. As a college education is geared to advanced level studies in secondary, thereby making it difficult to access college programs and because of declining resources and insufficient resources in the community for students over the age of 21, Mrs. Bishop did not think claims for access to community colleges were very strong.

While the Autistic Society does not have a specific policy for this level of education, Mr. Adamson noted the difficulty in maintaining appropriate support for students in the college setting, i.e. one-on-one or an Educational Assistant.

Acknowledging Humber College had attempted a program for developmentally handicapped students in relation to a peer helper program, Mrs. Oommen felt it was more for social rather than academic gain. She felt the "bottom line" was the parents' willingness to pay. She did not think more education dollars should be spent to send these people to college unless they can manage academically. As a parent, she would not expect the government to pay.

Mr. Shields circulated copies of his Association's position paper on Integration. He considered modification of standards as reverse discrimination; however, given the ability to pay for the program he felt they should be able to attend.

Mrs. Trott asked if members felt that it would be appropriate for the college to develop special courses for this population.

Dr. Tomlinson suggested it would be appropriate for the College to offer a course specifically for young adults, noting handicapped students are educated until age 21 and then there is a real void. Stating a maturation process often occurs in the early 20's, she thought such a program could incorporate work skills and independent living skills.

Mrs. Oommen remarked that throughout a child's schooling, parents should be contemplating adult life and future fulfilment. The intent of school is to be prepared to live life after school and she suggested that many of these people may find fulfilment in volunteer or similar roles.

Mrs. Trott thanked the members for their information, stating many of the comments reflect her Association's position.

The meeting then adjourned.

Read and confirmed,

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Chairman

cv

MINUTES OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE
1994 03 09

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...airman), Trustee Bishop, Ms. Dalziel, Mesdames ... Kadar, Mr. Verticchio and Dr. Van der Spuy.

...tenaude and Allen; Mesdames Elliott, Kerr Jaskiewica, ... Messrs. Billingsley and Shields; Dr. Newberry.

Also Present: Trustee Johnston
A. Mutart, Hamilton Teachers' Federation
P. Smith, Hamilton Secondary School Principals' Council

Officials Present: E. Bond, Superintendent of Program
J. Tomlinson, Co-ordinator of Special Education

Dr. Adamson called the meeting to order, noting regrets for not attending were received from Trustees Allen, Mulholland and Patenaude and Mesdames Elliott, Kerr Jaskiewicz, Bramberger and Collins.

Members agreed to proceed with the agenda despite a lack of quorum.

GENERAL

Co-ordinator's Remarks

Dr. Tomlinson circulated copies of the Program Department's newsletter "Program Matters" to the members.

Dr. Tomlinson stated that Hamilton is developing quite a remarkable reputation. She advised of a family moving to Canada to live that has chosen the Hamilton Board based on its programs for special needs students.

ORGANIZATIONAL UPDATES

The following updates were provided:

Association for Bright Children

Mrs. Kappheim drew the members' attention to a recently released book entitled "Smart Teaching, Challenging Talented in the Classroom".

Hamilton & District Society for Disabled Children

Miss Dalziel advised she would be unable to attend next month's meeting.

Hamilton Council for Home and School

Mrs. Kadar announced the Ontario Home and School Federation is holding their 1994 annual conference in London, April 15-16-17. Workshops are available for those who wish to attend.

Board Update

Mrs. Bishop drew the members' attention to the following:
.the Long Term Care Committee is going to consult with the community around service delivery issues in relation to a multi-service agency to be set up. A preliminary date of April 21st has been set to meet with parents and caregivers of young disabled persons.
.the Board's classroom resource document "Spelling Sense".
.Report on Grade 12 Writing.

Mr. Adamson briefly questioned the Hamilton Board's outcome in the latter Report and was advised Hamilton was similar to the Provincial average. However, Mrs. Bishop expressed some concerns about the methodology used.

Relative to Mrs. Bishop's remarks regarding the Report on Grade 12 Writing, Dr. Johnston commented on a letter recently received by trustees from a parent which advocated the importance of computers in education but contained more than two dozen grammatical and spelling errors.

Citing a recent Supervised Alternative Learning for Excused Pupils Committee (SALEP) meeting, Dr. Johnston commended Trustee Bishop, Board staff and community representatives for their care and concern in dealing with SALEP students.

Ontario Psychological Association

Dr. Van der Spuy advised:
.he has been able to reschedule a conflicting commitment for the third Wednesday of each month to enable him to participate more fully at SEAC.
.he attended the Association's annual conference last week.
.a new College of Psychologists has been instituted at the start of this year.
.regarding the impact of new Health Legislation on the Association, which unfortunately, is presently incomplete.

Down Syndrome Association

Mrs. Oommen asked regarding the SEAC information pamphlet and wondered if it could be brought to the next meeting. Miss Bond expressed surprise that the pamphlet has not yet been distributed and offered to contact the Public Relations Department.

Autism Ontario

Dr. Adamson related details of a concern raised by a parent whose son had been creating some problems at school. They were told they had to keep him out of school until decisions were made about how to handle the situation. He asked if this is normal procedure.

Miss Bond indicated that this was an individual school issue and should be discussed as such. Mr. Smith concurred with Miss Bond's observation.

When Dr. Adamson inquired about a general policy, Mrs. Bishop explained that, under the Education Act, school boards and principals have the legal right to make such judgement calls. When a pupil's behaviour is out of line, many principals will inform the parents and send a child home pending a meeting with the parents to discuss the child's behaviour. Formal suspensions appear in the Student's Record. These measures are often an effective step to stop negative behaviour.

As there was still no quorum present, members agreed to proceed with Dr. Bountrogianni's presentation for information.

It was agreed that Miss Bond postpone her update regarding vocational programming to the April meeting.

Report on Psychological Profiles of Exceptional Students in Relation to Attention Deficit Disorder (ADHD), Suspensions and Secondary School Placements and Programs

Dr. Bountrogianni advised this document had been presented to the Program Committee and she welcomed the opportunity to present it to the Special Education Advisory Committee prior to meeting with principals to discuss a process for implementing the recommendations.

In her opening comments, Dr. Bountrogianni noted that in Canada there is no separate placement identification for 'ADHD'. This report is based on a random selection of 125 students with medical diagnoses of ADHD, comprised of 106 males and 19 females. Dr. Bountrogianni proceeded to review the report in detail, encouraging members to ask questions as she proceeded through the report and recommendations.

Relative to Appendix 1, Mrs. Bishop referred to research by Suzanne Zeigler regarding grade repetition. Mrs. Bishop also stressed the importance of monitoring ADHD students as an individual group rather than classifying them as a sub-group to either Specific or General Learning Disabled students.

Dr. Bountrogianni advised that 15-30% of adults outgrow ADHD. While Dr. Bountrogianni indicated that adulthood brings about this change; Dr. Tomlinson suggested that some changes may also occur at puberty. Dr. Bountrogianni offered to forward appropriate material to Mrs. Oommen on this subject.

In discussing Table 7, Page 8, Mr. Smith recalled the Education Act includes "Conduct injurious to the morale tone of the school" as a reason for suspension and questioned why it was not included in this report. Dr. Bountrogianni believed that more specific reasons are being used for reporting purposes and Miss Bond suggested that several of these more specific reasons could be considered under the one general category as raised by Mr. Smith.

Dr. Bountrogianni also noted that other forms of rehabilitation which are attempted at the school before implementing a formal suspension are not reflected in this report.

Relative to Recommendation #3, Miss Bond advised that the Halton Board's Suspension Policy had been reviewed. Both parents are students are made aware of consequences of negative behaviour.

Dr. Bountrogianni observed that the number of days per suspension vary between schools as well as the number of suspensions per school in our system. It is her intent to raise principals' awareness of suspension statistics across the system when discussing this report with them.

Responding to Miss Dalziel's query as to whether all School Boards in Ontario use suspensions as behaviour management tool, Dr. Bountrogianni noted it is permitted under the Education Act. She believes that use of suspensions would vary between different Boards, similar to the variance among schools within a system. It was noted that suspensions are one alternative available to Boards.

Miss Dalziel questioned the "punishment value" of suspending students who have been truant and Dr. Bountrogianni remarked this is another area to bring to the attention of principals for discussion about its appropriateness.

Admitting the logic of Miss Dalziel's observation, Mr. Smith stated that failure of alternative solutions may result in a suspension because a formal suspension puts parents in contact with an adjustment counsellor.

Relative to Table 4, Page 12, Mrs. Kappheim suggested that the placement of Exceptional Self-Contained classes results in those students taking more basic and general level courses because of their location in vocational schools and, therefore, reflect the course offering.

Dr. Van der Spuy congratulated Dr. Bountrogianni on the continued excellence of the reports she presents to this Committee and that such research keeps Hamilton in the foreground of Special Education. Stating he had his own particular views regarding specific learning children and hyperactivity, Dr. Van der Spuy observed hyperactivity is partly artificial because of societal demands that require children to sit still and concentrate.

After clarifying with Dr. Bountrogianni regarding the diagnostic criteria used to identify the children in the study, Dr. Van der Spuy expressed the desire to further discuss his views with her.

Dr. Adamson also echoed Dr. Van der Spuy's comments about the excellence of the report.

Mrs. Bishop wondered whether consideration has been given to the impact of children arriving at school without exercise (driven by bus or car) and then being expected to sit still with minimal opportunities for exercise (in a middle school environment). She cited the cultural influences that impact on what is considered "normal levels of activity" as well as the difference between individual teachers and schools.

Dr. Bountrogianni acknowledged that an outlet as simple as a brief walk in the hallway may help to provide a remedy. She also noted that "huge" policies at the Board or school level may not be nearly as important as what happens in school, at home and within the child. A policy may seem logical but not be as effective as other options.

Dr. Adamson suggested a comparison be done with England where physical education is compulsory to the end of high school.

Dependant upon resources, Dr. Bountrogianni anticipates undertaking further research into suspensions at the elementary level. She also hopes to research group tests, particularly those including English as a Second Language (EASL) children and whether it is true that test score results have dropped.

Dr. Tomlinson advised members of a Joint Symposium to be held 1994 03 24 in the Board's Main Auditorium by our Guidance Department and the Psychology Department at McMaster. McMaster will be presenting results on a major study of high school students, profiling students at risk. Dr. Bountrogianni will be presenting the Report on Suspensions and Mr. Vic Lepp, Co-ordinator of Guidance, will be presenting the Retention Report. Dr. Tomlinson was hopeful this symposium would represent the beginning of increased joint initiatives with McMaster University in this time of reduced resources.

Mr. Smith urged Dr. Bountrogianni to allocate sufficient time in her presentation to principals to fully discuss her report's findings and implications. He considered the report to be very thought-provoking and of interest to school principals.

On behalf of the Committee, Dr. Adamson thanked Dr. Bountrogianni for her report.

The meeting then adjourned.

Read and confirmed,

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Chairman

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GOVERNMENT DOCUMENTS

MINUTES OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE
1994 11 16

Present: Dr. Adamson (Chairman); Trustees Allen and Bishop; Mesdames Barr, Bramberger, Dalziel, Kerr Jaskiewicz and Oommen; Mr. Shields.

Not Present: Trustees Mulholland and Patenaude, Mesdames Kappheim and Mason; Messrs. Billingsley, Bucsis and Verticchio; Drs. Newberry and Van der Spuy.

Also Present: E. Collins, Hamilton Principals' Association
P. Hutchinson, Hamilton Teachers' Federation
P. Smith, Hamilton Secondary School Principals' Council

Officials Present: E. Bond, Superintendent of Program
Dr. J. Tomlinson, Supervisor, Special Education
B. Schofield, Supervisor, Alternative Education/Adjustment Services

Dr. Adamson advised regrets for not being able to attend were received from Trustee Patenaude, Mesdames Kappheim and Mason, and Messrs. Bucsis and Verticchio.

Members waited the required 20 minutes, at which point Dr. Adamson declared there was no quorum to hold a formal meeting.

The members extended to Dr. Adamson their appreciation for his leadership in the position of Chairman over the past year.

The meeting then adjourned.

Read and confirmed,

.....
Chairman

cv

MINUTES OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE
1994 10 26

Present: Dr. I. Adamson (Chairman); Trustees Bishop and Mulholland; Mesdames Dalziel, Kerr Jaskiewicz, Kappheim and Oommen; Messrs. Bucsis, Shields and Verticchio.

Not Present: Trustees Allen and Patenaude; Mesdames Barr, Bramberger, Mason and Savelli, Mr. Billingsley; and Drs. Newberry and Van der Spuy.

Also Present: P. Hutchinson, Hamilton Teachers' Federation
E. Collins, Hamilton Principals' Association

Officials Present: E. Bond, Superintendent of Program
Dr. J. Tomlinson, Supervisor of Special Education

Dr. Adamson called the meeting to order, noting regrets for not being able to attend were received from Trustees Allen and Patenaude, Mesdames Barr, Bramberger and Savelli, Mr. Smith and Dr. Newberry.

Moved by Mr. Mulholland:

That the minutes of the 1994 09 21 meeting be approved.

Mrs. Kappheim sought the following amendments to her September update on Page 3:
a) her request had been for copies of the **Minister's response** to the Board's 1993 and 1994 SEAC Annual Reports, not copies of the documents.
b) Association is holding Bright Ideas Workshop for teachers in an integrated setting.

Relative to the discussion about Educational Assistants on Page 6, Mrs. Oommen clarified that these Educational Assistants are specifically for students with head injuries resulting from car accidents.

The minutes, as amended, were put to a vote and were **CARRIED.**

Chairman's Comments

Dr. Adamson advised members that About FACE no longer has a local Association and, therefore, will no longer have a representative. He then circulated a copy of survey results conducted by the Lincoln County Board of Education regarding the Identification, Placement and Review Committee process. Dr. Tomlinson will have the copy available in her office.

Supervisor's Comments

Dr. Tomlinson advised that on Monday, 1994 11 21, 9:30 a.m. to 3 p.m., the Board will be hosting one of the Ministry's four provincial Integration Launches regarding exemplary practices and Bill 305. Attendance is limited. Anyone interested in attending is to advise Dr. Tomlinson.

ORGANIZATION UPDATES

The following Associations provided updates:

Learning Disabilities Association, H–W Chapter

Mr. Bucsis a) advised he had copies of articles explaining what teachers should know about learning disabilities that appeared in "The Reporter" of the Ontario English Catholic Teachers Association.
b) requested that the Ministry Memorandum dated 1994 09 30 re Validation of Draft Regulations on Demonstration Schools be considered at the November meeting.

Board Update

Referring to a recent Consultation held by the District Health Council, Mrs. Bishop expressed her disappointment that there was no representation from this Board's SEAC. Dr. Adamson acknowledged he had received information regarding the consultation, but added he had received the material just prior to the meeting date.

Speaking about the Consultation, Mrs. Bishop commented on the continued inflexibility of special services for children – that the issues remain virtually the same as before.

As Committee Chairman for the Association of Agencies for Treatment and Development's planning document called "Spectrum Report", Mr. Shields expressed an interest in Mrs. Bishop's comments about services for children. The Spectrum Report will attempt to address the needs of a wide range of children in the community working collaboratively with agencies such as the United Way, District Health Council and government agencies. He encouraged the Associations to identify what they believe are "gaps in service" from their perspective. Mrs. Bishop requested services provided for students with mental health problems as a future agenda item.

Association for Bright Children

Mrs. Kappheim reported their last provincial meeting included a discussion with Peter Ferran from the Ministry regarding integration initiatives. She asked a) for a copy of the September Report, b) the Consultation Process for Regulation 305 be discussed once it is received by the Board.

Relative to the Ministry's Policy Procedure Memorandum 115, dated June, 1994, Mrs. Kappheim voiced concern that students in Grade 9 will no longer be granted credits for subject in higher grades.

Miss Bond agreed this memorandum, rather than encouraging students, seems to penalize them.

Hamilton and District Easter Seals Parent Delegate Group

Ms. Kerr Jaskiewicz queried responsibility for transporting students who become involved in sports activities before or after school – does the van's timetable change?

Ms. Collins and Miss Bond replied that although the child may be receiving transportation to and from school, it becomes the parent's responsibility for extracurricular activities.

When Mr. Shields wondered if special education students would be eligible to qualify for recently announced subsidized taxi service, i.e. 50% off fares, Dr. Tomlinson clarified that the subsidy is available for community programs, not school programs. She did suggest, however, that parents would have a better chance calling as individuals rather than the Board.

Clause referred back to SEAC at Program and Board

Miss Bond explained that this Clause had been referred back because the Board's Rules and Regulations stipulate the Chairman of the Board appoints trustees to sit on Committees.

Moved by Mr. Mulholland:

That the following motion regarding the working group concerning integration of Special Education Students in relation to Bill 4 and Regulation 305 be rescinded:

a) The following be nominated as members of the working group:
   Mrs. Oommen, SEAC representative
   Trustee Bishop, Trustee representative

CARRIED.

Moved by Mr. Mulholland:

That SEAC request the Chairman of the Board appoint a trustee as a member of the working group concerning integration of Special Education Students in relation to Bill 4 and Regulation 305.

CARRIED.

Moved by Mr. Shields:

That Mrs. Oommen be nominated as the SEAC representative on the working group.

CARRIED.

Draft Restraint Procedures

Miss Bond presented the procedures, advising they would be incorporated into the Safe School Committee Policy. In response to Mr. Shield's concern about their application in regard to maladaptive behaviour of a Special Education student, Miss Bond assured him that students known to have behaviour problems would be addressed through program planning. She emphasized these procedures are the "last step" to be used in crisis situations.

Mr. Shields recommended this approach be highlighted within the document and Miss Bond assured him it would be addressed within the Discipline Policy.

Emanating from concerns raised by Mr. Verticchio regarding the dangers inherent in the application of restraints, discussion focused on staff training and acceptable practices. Mr. Shields will provide Dr. Tomlinson with information about an accredited program run by a Dr. Hunter. He advised that a process of "training the trainer" would reduce costs.

Ms. Collins offered that one of our teachers, Polly Garrett, is accredited to teach such a program.

Mr. Verticchio acknowledged such training reduces or minimizes injuries resulting from the use of physical restraint.

Mrs. Bishop suggested the addition of a clause under Procedures for an annual report to trustees.

Given the choice of vocabulary and its frequency, Mrs. Oommen suggested alternatives to the use of the word "restraint". Miss Bond explained she felt that use of other terms could lessen the impact of this procedure within the larger document.

Noting the definition of crisis restraint on Page 3, Mr. Bucsis queried whether there was any consideration of planned restraints given certain circumstances and an expectation of certain behaviour.

Miss Bond stated such planning would be incorporated into the student's Individual Pupil Plan (I.P.P.) in consultation with parents and an outside practitioner.

Mr. Shields requested that this be noted in the document.

Moved by Mrs. Oommen:

That the Report regarding the Draft Restraint Procedures be accepted and that the following clause be added under Procedures:

(a) That trustees receive a report on an annual basis. **CARRIED.**

Length of School Day

Miss Bond quoted from the appropriate sections of the Education Act which allow exceptional students to have less than 5 hours instruction per day.

Miss Bond acknowledged several schools have reduced the length of school day for some students in special classes, differing from five to 45 minutes depending on the type of classes and programs offered. She provided the following rationale for early dismissal:
.safety issues related to transportation
.availability of specialized vehicles to transport students
.travel distances – to ensure students arrive home at a reasonable hour.
.release time for teachers

Although Miss Bond could identify the programs by exceptionality, she was unable to provide a student total. It was also noted that some student's programming continues on through the lunch hour as part of their I.P.P. and results in more than five hours.

While acknowledging individual pupils may benefit from a shortened school day, Mrs. Bishop stated her concern that "on a program basis" hours have been reduced. She asked for more detailed information at the next meeting regarding the number of pupils, by exceptionality, who are receiving less than five hours of instruction.

Miss Dalziel also sought documented criteria upon which decisions are made to shorten the length of day, and who has authority to make such an adjustment.

Report from the Officials re Correspondence from parents of children with Autism/Pervasive Developmental Disorder (P.D.D.)

Miss Bond provided an update on a meeting held in March to review concerns expressed by parents from this Association. Approximately 90 people were in attendance, including Peter Szatmari with the Chedoke P.D.D. team and various staff. Stating the meeting went well, Miss Bond advised some of the issues discussed included: IPRC's, inservice and training principals for staff communication, link between parents and staff, process for crisis support, how to deal with aggression, options for secondary education for P.D.D. students, clarification of services, rules and policies at Chedoke. Miss Bond emphasized the need to maintain communication between our staff and Chedoke teams.

It was agreed:

That the Update on Autism/P.D.D. be received for information.

Draft S.E.A.C. HandBook

Copies of a draft SEAC handbook were circulated and members were asked to identify any omissions to either Mesdames Bishop, Oommen or Dalziel. In light of several Ministry initiatives and because Ontario SEAC is also editing their handbook, it was acknowledged that our handbook could not be finalized until possibly next year. Information will be collated and the handbook placed on a future agenda.

An Orientation Process for all SEAC's is being organized through the Ministry's Regional office. Miss Bond will provide further information when available.

Identification, Placement and Review Committee (I.P.R.C.) Criteria

Referring to earlier discussions held in May, Dr. Adamson requested a motion.

Moved by Mrs. Bishop:

That the Identification, Placement and Review Committee (I.P.R.C.) Criteria be approved for implementation by the Board for January, 1995. **CARRIED.**

Update regarding Handicapped Parking

Miss Bond reported that students must identify themselves and their need for handicapped parking to the principal who will arrange for a parking location and signs to be placed for the student.

No further action was taken.

SEAC Agenda Priorities

In a discussion focusing on priorities both from last year and the upcoming year, members identified the following issues under a heading of Evaluation/Review of Special Education programming:

* Transition Years
* Evaluation, Assessment and report to the parents
* IPRC Review
* Psychological Services Report
* Developmentally Challenged
* Statistical information – Special Education
* Ministry initiatives (305/306)
* SEAC Handbook
* Transportation Report
* Accommodation Report
* Ministry response to Action Team recommendations when completed
* Entry/exit plan for students in self-contained classrooms
* Mental Health Issues

Moved by Mrs. Oommen:

That the Committee continue to meet until 9:10 p.m. **CARRIED.**

Mr. Shields suggested that many of these issues could logically be "captured" under the broader umbrella of evaluating Special Education programming in context with the Ministry's new initiatives. He offered that the working group re Special Education prioritize the issues using the Ministry's framework and initiatives as a basis, i.e. generic/specific. He anticipated many of these will also be province-wide issues.

Miss Dalziel noted her organization's on-going concern about students in age appropriate settings.

As discussion was not complete by 9:10 p.m., Dr. Tomlinson and Dr. Adamson are to further review these agenda priorities based on this evening's discussion.

The meeting then adjourned.

Read and confirmed,

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cv Chairman

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
1994 12 14

Present: Mr. D. Bucsis (Chairman); Trustees Johnstone, Mulholland, Patenaude and Bishop; Mesdames Barnes, Barr, Bramberger, Burns, Kappheim, Kerr Jaskiewicz, Oommen, Savelli and Simms–Obidi; Messrs. Shields and Verticchio; and Dr. Van der Spuy.

Not Present: Miss Dalziel and Dr. Newberry.

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Also Present: P. Hutchinson (Hamilton Teachers' Federation)
E. Collins (Hamilton Principals' Association)

Officials Present: E. Bond (Superintendent of Program)
J. Tomlinson (Supervisor, Special Education)

Miss Bond called the meeting to order and welcomed Mrs. E. Johnstone, new trustee in Ward 3, Mesdames Sandy Barnes (Canadian National Institute for the Blind), Linda Burns (Hamilton Council for Home and School Associations) and T. Simms–Obidi (Autism Ontario Hamilton–Wentworth Chapter).

Miss Bond asked for nominations for Chairman of the Special Education Advisory Committee.

Moved by Mr. Shields:

That Mr. D. Bucsis be Chairman of the Special Education Advisory Committee for the year ending 1995 11 30. **CARRIED**

Chairman's Remarks

Mr. Bucsis welcomed the opportunity to serve as Chairman of this Committee. He then noted regrets for not attending the meeting were received from Miss Dalziel and asked for confirmation of the minutes.

Moved by Mr. Mulholland:

That the minutes of the 1994 10 26 and 1994 11 16 meetings be approved as presented. **CARRIED**

Supervisor's Remarks

Dr. Tomlinson commented on the success of the Ministry of Education and Training's Integration Launch (on tonight's Agenda) held on 1994 11 21 at the Education Centre.

In response to a previous request, Dr. Tomlinson distributed an information sheet on the Taxi Scrip Program. (A copy is on file in the Minute Room.)

At this point, Dr. Tomlinson called for a moment of silence for the tragic death of Cathy Wilkieson and her son Ryan (a student at Barton Secondary School).

Remarks from the Superintendent of Program

Miss Bond advised on:

a) initiatives for Grade 9 and 10 special needs students, particularly in the area of student retention. She referred to resources from the Waterloo Board of Education which are being reviewed by staff at this time.

b) the Principal's meeting in January which will provide ample time for discussion on special education issues, e.g. the Identification, Placement and Review Committee (IP&RC) survey, differentiation project for able talented students, provincial and local consultation around special needs students, Section 27 program, etc.

c) a symposium sometime in May, 1995 relative to the issues regarding the partnership with community agencies in providing essential services to school children.

GENERAL

Organization Update
The following updates were provided:

Association for Bright Children
Ms. Kappheim advised of the Association's meeting regarding "Concept of Education" which was attended by representatives from the Ministry of Education and Training and Hamilton Board of Education. She said more workshops are being developed and these will involve not only the gifted but other students as well.

Ontario Psychological Association
Noting his hectic schedule has been in conflict with SEAC meeting dates, Dr. Van der Spuy indicated that he will endeavour to attend the SEAC meetings until the Association finds an appropriate replacement.

Autism Ontario Hamilton–Wentworth Chapter
Ms. Simms–Obidi referred to the Association's recent annual meeting and said she will speak about this in more detail at the next meeting.

Hamilton and District Easter Seals Parent Delegate Group
Ms. Kerr Jaskiewicz spoke about the Association's "Parent to Parent Link" program/book which was developed for parents of newly diagnosed children who wish to connect with parents with the same situation. She encouraged anyone who may be interested in this program to contact the Association for further information.

Hamilton–Wentworth Communication Collective
Ms. Barr advised of Mohawk College's new program regarding Communication Augmentative.

Learning Disabilities Association, Hamilton–Wentworth Chapter
Mr. Bucsis spoke about the Association's General Meeting last October. He drew the members' attention to the Learning Disabilities Association of Ontario's SEAC Circular [November 1994 issue] and requested that a copy be included with the minutes (see attached). Copies of the Association's "You Are Not Alone" brochure were distributed at the meeting. (A copy is on file in the Minute Room.)

Board Update
Mrs. Bishop drew the members' attention to the following reports presented to the Board:

(a) Report on Results for the Provincial Grade 12 Writing Test, 1991–92 (along with the Communication Plan developed by the Board's Public Relations Department) –– presented and approved at the November, 1994 Program Committee and Board meetings

(b) Report re Expanded Implementation of Programs and Courses in Specified Secondary Schools – – presented at the December, 1994 meeting of the Program Committee

(c) Report re Parents and Community as Effective Partners –– presented at the December, 1994 meeting of the Operations and Finance Committee

(Copies of the above Reports are available in the Minute Room.)

Association Presentation – Hamilton Association for Community Living

Mr. Shields provided background information about the Association, emphasizing its vision and goal. He distributed the following information sheets: Vision Statement, The Advocate newsletter [Summer 1994 issue] and the Ontario Association for Community Living fact sheet. (A copy is on file in the Minute Room.)

Mr. Shields alluded to the Association's strong leadership in advocacy, lobbying for Provincial support for individuals with disabilities and support for Integration, i.e. that it is the fundamental right of all children to be included in their neighbourhood school.

Noting the present economic times which resulted in diminishing resources, the new legislations and ways of providing social services, Mr. Shields conceded these factors will have profound impact on the Association's operations.

On behalf of the members, Mr. Bucsis thanked Mr. Shields for his excellent presentation.

Services Provided for Children with Mental Health Problems

Using an overhead projector, Mr. B. Schofield, Adjustment Services Supervisor, discussed the process and the programs utilized by the Hamilton Board in addressing the mental health needs of students.

Mr. Schofield affirmed there is parent/student involvement throughout the process for these specialized programs. He emphasized the in–service training provided to staff and the collaborative efforts with community agencies in this area.

Ms. Collins noted that the specialized programs, e.g. Diagnostic and Review Team (D.A.R.T.) provide on–going learning opportunities for staff.

Responding to Mrs. Bishop, Mr. Schofield conceded that the Hamilton Board has limited expertise on schizophrenia, necessitating outside referrals for students with the symptoms.

Dr. Tomlinson voiced her confidence with the expertise from Psychological Services Department in the student's early identification and referral to specialists.

Mrs. Bishop felt that identification for mental health disorders lags behind the other exceptionalities because of the lack of legislation to cover this area. She requested the issue be investigated further, particularly its potential link with the proposed Long–Term Care reform.

Mr. Shields suggested looking into available resources in the community, other school boards, service agencies and the adolescent community network.

Mr. Schofield affirmed that flexibility for the exceptional students in our schools has improved significantly as compared to the past.

Mr. Bucsis thanked Mr. Schofield for his interesting and informative presentation.

SEAC Agenda Priorities

The members concurred that the following are priorities for 1994–95:

Priority Issues
.IP&RC Review (survey)
.Transitions between school levels
.Entry/exit plans for self–contained classrooms
.PAC (Parent Advisory Council)
.SEAC handbook
.Post–21 issues
.Safe Schools Report
.Common Curriculum
.High School programming (Futures committee)
.Annual Review of Special Education Plan to the Minister
.Ministry integration guidelines (305/306)

Reports
.Psychological Services Report
.Transportation Update
.Accommodation Update
.Statistical information (i.e. September Report, IP&RC information, etc.)

Area Specific Issues
Developmentally Challenged
Mental Health Issues

Continuing Information
Association beliefs/positions (at each meeting)

Ministry of Education and Training Integration Launch

The members accorded positive comments to the Ministry of Education and Training's Integration Launch regarding exemplary practices and Bill 305 which was hosted by the Board on 1994 11 21.

Moved by Mrs. Oommen:

That this Committee continue to meet past 21:00 hours. **CARRIED**

Length of School Day

In response to concerns raised by Mrs. Bishop at a previous meeting, Miss Bond assured the members that there are no exceptional pupils receiving less than five hours of instruction at the present time. She emphasized the strong message communicated to all principals that the needs of these students should be recognized at all times.

Miss Bond noted this issue will be reinforced with all principals at the Principals' meeting in January.

SEAC Handbook

Mrs. Oommen advised that the SEAC Handbook is still in the process of being updated. The members agreed to provide the new SEAC members with the draft handbook at this time.

Before adjourning the meeting, the Chairman encouraged more Association presentations from the members.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

rt

Att.

LEARNING DISABILITIES ASSOCIATION OF ONTARIO

SEAC Circular

November 1994

Business Arising:

1. MET Integration Sessions:

We notified you in mid-September about these sessions and trust that most of you immediately contacted your regional office of the Ministry and offered to present a workshop on the needs of students with learning disabilities. Enclosed with this Circular is a sample presentation for chapters and satellites who need this information.

If you have not already contacted your regional office it is probably too late to be part of the presentations. However you should at least now make a request to attend the session and then take along L.D. handouts for attendees.

A word of warning is in order here. One chapter discovered that the regional session they attended focussed only on the needs of the developmentally and physically disabled, and on students with behavioural exceptionalities. If your session follows this format, please speak up at the beginning of the workshop and state that your understanding of the ground rules set by MET was that all exceptionalities and their needs were to be covered. Please be sure to take along resource materials and insist that they be made available to all attendees. After the session, write to your regional office of MET and complain about the change of format. Please copy the letter to Sharon Bell-Wilson and Eva Nichols c/o this office.

2. SEAC Sessions at the AGM:

The two session were well received by attendees. Lynn Ziraldo guided neophyte (i.e. less than three years) SEAC reps. through some SEAC-related issues and Eva Nichols worked with more experienced reps. on some nitty-gritty things such as writing motions. Eva has developed some written materials as a follow-up to her session and these are attached for your information.

Lynn's session will be summarized over several issues of this Circular:

Some General Observations

- being on SEAC is an ongoing learning experience
- there are people there to help you - LDAO staff
- you must have a copy of LDAO's Critical Issues Register since this contains the policies which you must abide by when speaking on behalf of LDA
- you are our voice in the field
- your credibility is crucial

Powers of SEAC Reps (reference: PAAC's SEAC Handbook)

- "make recommendations to the school board in respect of any matter affecting the establishment and development of special education programs and services in respect of exceptional pupils of the board." [Education Act, 1990, Section 206(8)]
- an advisory committee of the Board but not to a Board Committee or to staff, though the Board can ask that SEAC reports go to other committees of the Board eliminate change
- implication here is that SEAC reports go unchanged to Board; if went to another committee first, changes might be made there.
- Board can ignore SEAC's recommendations, so it is mandatory that SEAC establish its credibility with the Board so this doesn't happen
- The PAAC SEAC Handbook has been revised; commencing January (to March), 1995, regional offices of MET in conjunction with PAAC trainers will be training SEAC's throughout Ontario on the new handbook
- you will be advised in this Circular of the dates of these training sessions, when known
- superintendents should not be controlling SEAC's - they are there in an advisory capacity only and do not legally have the right to vote or to be the Chair of SEAC

Role of SEAC's

1. - must understand the goals and philosophy of the Board and where special education fits in; where does special education fit into the Board's strategic planning?

2. - must understand the organizational structure of the Board; where SEAC fits in; where the special education people fit in and who they report to
   - Chair of SEAC can be either a trustee or an Association rep. (nothing regarding this in the Education Act) - depends on the Board
   - it is desirable to have a vice-chair, especially if other Board Committees have one - also gives continuity if the Chair is absent
   - SEAC should develop the next agenda as a group with input from the Superintendent

3. - must understand what the Board does to deliver services to exceptional pupils
   - and the new integration direction should not change the delivery of service model of the Board

4. - must understand the Board's policies and procedures and be aware of those which impact, either globally or individually, on exceptional students - this includes safe school policies, report cards, etc.
   - there should be a SEAC orientation manual which outlines this information

5. - should understand funding received by the Board (grants only or large mill rate precludes need for grants)
   - request a staff presentation on funding and ask how special education fits into the funding picture

Page 3...

- have at least one SEAC rep. at every meeting of the Board's finance committee (standing committees are open committees) - get to know which trustees don't look favourably at special education funding then meet with them to discuss special ed. issues
- SEAC should make a presentation at budget time; first thank the Board for helping exceptional students then go on to discuss needs
- SEAC should not get into the determination of where cuts will be made - this is the trustee's job - it also precludes Associations fighting over whose children will be cut!
- the Chair of SEAC should receive all Board agendas and minutes and the Board highlights developed for release to the media

To be Continued

3. LDAO Response to Draft Regulations on Demonstration Schools and Alternative Programs Provided by Boards:

Response date to MET regarding this draft is *November 30, 1994*, so your SEAC, if it hasn't already done so, should be discussing this right away. Attached is LDAO's response to MET regarding the draft, for your information.

New Business:

1. Outline for a Good I.P.R.C.: (Request for this information was made at the AGM).

Needs Statement

A detailed description of a child's learning needs in the following functional areas:

physical
intellectual (cognitive)
educational (academic)
cultural
emotional/behavioural
social

including coping and compensatory strategies, accommodation issues and other programming issues which will assist in ensuring that the child receives an appropriate education in the most enabling learning environment.

2. MET Statistics, 1989-94:

In September, you were sent incomplete statistics here for "Enrolment of Exceptional Students". Attached is a set of complete MET statistics for this time period.

3. Annual Review of Boards' Special Education Programs and Services:

Guidelines for this year's major review of special education services will be sent by MET to all Boards by mid-November. Response date has been extended to June 15, 1995.

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This year's response must include integration plans and, since section 170 (must provide or purchase services) has not been repealed, hard data regarding numbers of exceptional students. SEAC again should take part in the review process and should be allowed to give input to the Board's draft plan before it is finalized and sent to the Ministry.

Regional Offices of MET must respond to Board plans by September 30, 1995, i.e. approve them or ask for clarification or changes. Within a month of receiving a request for clarification or changes, the Board concerned, with the assistance of the SEAC, must adjust the report as requested. Final report to MET by regional offices is to be made by November 15, 1995.

In the next SEAC Circular, we will discuss what is required on the forms in this year's review, the meaning of the terms "withdrawal", "full-time", "full-time with integration", etc. and other matters related to the review.

Please share this Circular with other SEAC Reps.

Questions? Call us!

Joan Schiff
(416) 487-4106
1-800-387-0619

Lynn Ziraldo
(905) 884-7933

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